



**Angelo State University's**  
**Social Work Program Assessment Report**

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## Introduction

### What were the original expectations for the program?

A student survey conducted by Carr (2007) in preparation for the B.S.W. degree preliminary approval proposal and the B.S.W. degree proposal suggested that the program would have 123 potential social work “majors” soon after the program’s start date. The B.S.W. degree curriculum and program was approved by the Texas Higher Education Coordination Board (THECB) on January 23, 2009; consequently, the university admitted the first cohort of B.S.W. degree students in August 2009. In the proposal material submitted through the Angelo State University (ASU) chain of command, beginning from the Social Work Program Director and ending with the university President, the Texas State University System Board of Regents, and ultimately to the THECB (Carr & Davidson, 2007) the following projected enrollment data was submitted:

YEAR	1 (2009)	2 (2010)	3 (2011)	4 (2012)	5 (2013)
Headcount	20	30	40	50	75
FTSE	8 (240 SCH)	12 (360 SCH)	16 (480 SCH)	20 (600 SCH)	30 (900 SCH)

The above table was based on student survey data, other institution’s B.S.W. program data, demand for the degree, competitive employment opportunities, and the Council on Social Work Education’s (CSWE) faculty to student ratio requirements (CSWE, 2008). It merits attention that the ASU Social Work program had exceeded the projections in the above cited proposals by the end of the first academic year of the B.S.W. degree program’s lifespan. By August 2010, the B.S.W. degree program had 75 “social work majors” and 42 “pre-social work majors”. “Social work majors” are capped at 75 to maintain the 1:25 faculty to student ration set by the CSWE in their Educational Policy and Accreditation Standards (EPAS; CSWE, 2008). There is no limit to “Pre-social work majors” as they are working on perquisites to be admitted into the program.

Beyond enrollment expectations, the B.S.W. degree program at ASU was expected, and proposed to, seek accreditation by the CSWE; such accreditation is required for the program’s graduates to sit for the Bachelor’s Level social work examination administered by the Texas State Board of Social Work Examiners and is consistent with ASU’s Vision 2020 Plan, Academic Goal #1, Key Performance Indicator #h(3). Passing of this exam is required for people with a B.S.W. degree to practice social work and call themselves a “social worker” in the State of Texas. Additionally, since CSWE accreditation is the standard for social work programs across Texas and the Nation, this accreditation is needed to make ASU’s program competitive and attract new students to the university who are interested in pursuing social work education.

The social work minor began in August 2008 and was created as a stepping stone to develop the B.S.W. degree program, which is a professional degree program vice an academic discipline degree program. There were no initial expectations for the minor in social work except to offer social work courses to ensure that a B.S.W. degree program would be viable, supported by student enrollment in a select few social work courses; there are no specific expectations for the social work minor today as the minor is a byproduct of the B.S.W. degree

program and carries no additional costs. There were never any enrollment projects or enrollment goals for the minor in social work; however, since its inception, there have been 35 to 45 students with a declared minor in social work at any given time. It merits noting that the minor does serve as an internal feeder for the B.S.W. degree program.

### **Have those expectations changed?**

Since the B.S.W. degree program at ASU has exceeded its proposed enrollment expectations, and has reached enrollment capacity with its current number of faculty and staff in its first year-of-life, the new expectations for the program is to maintain its enrollment numbers in the “social work major” at the 1:25 faculty to student ratio (i.e., 75 students) until more faculty can be added. Concerning the B.S.W. degree’s pursuit of CSWE accreditation, we have completed the first of four benchmark reports, had our first site visit, and the program is expected to be voted on for “candidacy for accreditation” in February 2011. If we receive the candidacy for accreditation status in February 2011, the candidacy status will be retroactive to August 2010.

Concerning the minor in social work, there are no changes in expectations for the minor in social work. The minor in social work is used as a feeder system to attract students to the B.S.W. degree program.

### **How has the program evolved over the years and responded to change?**

Readers should be reminded that the B.S.W. program has only existed since August 2009. With that in mind, the program has undergone a significant curriculum revision as a result of the aforementioned CSWE site visit. Some courses were added, some changed, some removed, and other curricular requirements were changed. For example, admission requirements to the B.S.W. degree program were made more stringent, some courses were restricted to “majors only” or “minors only,” courses were re-sequenced, the practice of cross listing social work courses with other disciplines was discontinued, and the minor in social work was structured. While it is hoped that future changes will be less drastic and labor intensive, future changes are expected as the B.S.W. degree program moves forward with the accreditation process.

### **Has the context within which the program has operated changed? How?**

There seems to be two contexts that the B.S.W. program operates within; the university context and the community context. The community context has not changed in terms of demand for B.S.W. degree graduates (there is high demand locally, regionally, in Texas, and nationally for B.S.W. degree graduates); however, many more collaborative relationships between social work program faculty, students and the community have been made. For example, the social work program has developed relationships with human and social services agencies (e.g., private, for-profit; private, not-for-profit; public; and state), hospitals, criminal and juvenile justice facilities, substance abuse treatment facilities, nursing homes, and so forth in terms of volunteer opportunities for students, internship opportunities for students, service, and research activities. Moreover, the ASU social work program has developed a Memorandum of

Understanding (MOU) with Howard College to attract additional students to the program and ultimately ASU, mutually benefitting both ASU and Howard College.

In terms of the university context, change has occurred. The genesis of the social work program was more-or-less the sociology program at ASU. For example, in August 2008, with only a minor in social work, the sociology and social work program had a symbiotic relationship where many sociology majors (almost 90 at the time) declared a minor in social work. Additionally, many courses in social work were cross listed with sociology courses (e.g., the introduction to social work, social research and data analysis, juvenile delinquency, criminology, correctional case management, human sexuality, human diversity and social inequality, and so forth). In some instances, social work faculty taught sociology courses (e.g., the introduction to social work, juvenile delinquency, criminology, correctional case management, human sexuality, and so forth), and in other cases sociology faculty taught social work courses (e.g., social research and data analysis and human diversity and social inequality). Some social work faculty members were assigned to both programs (e.g., Dr. Joel L. Carr). This is no longer the case. Due to requirements in the CSWE EPAS, social work faculty must teach all social work courses, no course can be cross listed, and social work faculty must have a full-time assignment to the social work program. This has resulted in the social work program, in terms of the B.S.W. degree, the pre-social work program, and the minor in social work, becoming completely autonomous in terms of curriculum and its delivery; this “breaking-off” from sociology will be complete in August 2011. In summary, the CSWE has been a catalyst for change in the internal or university context of the social work program at ASU.

### **How has the program changed to adapt to the changing demographics of our students?**

The demographics of the students in the social work program have not substantially changed and largely, but not fully, reflect the overall demographics of ASU. Of the current B.S.W. majors at ASU (reporting  $n = 71$ ), 84.5% ( $n = 60$ ) reported being female and 15.5% ( $n = 11$ ) reported being male; concerning ethnicity (reporting  $n = 68$ ), 62% ( $n = 42$ ) reported being Anglo American, 25% ( $n = 17$ ) reported being Hispanic American, 12% ( $n = 8$ ) reported being African American, and 1% ( $n = 1$ ) reported being Asian American. Seventy students reported their marital status; 80% ( $n = 56$ ) reported being single, 14% ( $n = 10$ ) reported being married, and 6% ( $n = 4$ ) reported being divorced. Of those students who reported to work ( $n = 47$ ), 26% ( $n = 12$ ) reported to work full-time and 74% ( $n = 35$ ) reported to work at least part-time.

The social work program, including its faculty, staff, and students have made connections with other programs at ASU including a diverse group of students, groups, organizations, and centers on campus (i.e., the multicultural center). The program offers the majority of its curriculum face-to-face between 0800 and 1700, but also offers online and evening classes. Hybrid weekend/online course mix was experimented with as well. There are plans to move the B.S.W. program's reach to include the Hill Country and increase its online course offerings as the B.S.W. degree program reaches full accreditation from the CSWE.

**How does the program support the mission and goals of the University?**

The mission of the social work program at ASU is “to provide quality social work education, based on the knowledge, values, and skills of the social work profession, and professional development opportunities for students who desire to promote the social, psychosocial, or biopsychosocial functioning and well-being of individuals, couples, families, groups, organizations, and communities via generalist social work practice. The B.S.W. program thinks, and the CSWE has agreed, that the mission of the social work program at ASU is consistent with the overall university mission. The overall mission statement of ASU is “Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers.” Such consistency is demonstrated by the social work program being grounded in the liberal arts, and in that the B.S.W. degree program is a professional degree program designed to prepare entry level generalist social work practitioners equipped with the knowledge, values, and skills of the social work profession. Such preparation prepares students to be responsible citizens and sets the foundation of a productive career in the social work profession.

According to the CSWE (2008), the purpose of the social work profession is “to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons” (p. 1). The mission of the Social Work Program at ASU is consistent with the CSWE’s EPAS (2008), and the overall purpose of the social work profession in that it employs social work knowledge, values, and skills, grounded in the liberal arts, guided by the person and environment perspective, to promote social, psychosocial, or biopsychosocial welfare of clients, including individuals, couples, families, organizations, and communities. The program’s mission explicitly suggests training is focused on generalist social work practice, training students to work across levels of practice (micro, mezzo, and macro) and across settings. Implicit in the mission statement, and indeed a part of every course, is the program’s focus on oppressed and high risk populations, working towards social and economic justice, the elimination of poverty, promoting human rights, and enhancing the quality of life for all people.

The goals of the Social Work Program include: 1) to prepare entry-level, generalist social work practitioners to provide ethical and competent services utilizing the knowledge, values, and skills of the social work profession; 2) to equip students with critical thinking skills that are essential in the contemporary social service environment; 3) to prepare students for continued graduate work in social work or related disciplines; and 4) to maintain a reciprocal relationship with social work practitioners, groups, and organizations in the community. The above goals are derived from the Social Work Program’s mission. The program’s mission suggests that ASU seeks to provide “quality social work education, based on the knowledge, values and skills of the social work profession”. This portion of the mission statement is directly reflected in goal number one. Further, this goal is directly related to the practice behaviors found in the CSWE

EPAS (2008). Goal number two suggests that a goal of the social work program is to equip social work students with critical thinking skills. Part of the program's mission states, "to provide quality social work education, based on the knowledge, values, and skills of the social work profession". The goal of equipping students with critical thinking skills is implied in the mission of the program in that critical thinking is a core skill that social workers possess and employ in practice (CSWE, 2008). The program's mission suggests that it seeks to provide professional development opportunities for students. One such professional development opportunity is graduate study in social work or a related area of study (e.g., counseling, criminology, gerontology, public administration, public health, sociology, psychology, and so forth); this portion of the program's mission is directly reflected in goal number three. Moreover, it is implied in goal number three that the program's students, and eventual graduates, will become or be competent, social work generalists; such competent practitioners have practice knowledge, values, and skills reflected in the ten core competencies offered by the CSWE EPAS (2008). It is thought that generalist social work practitioners who are competent in the ten competency areas are prepared to engage in ethical and competent social work practice working to improve the social, psychosocial, and biopsychosocial functioning and well-being of clients broadly defined. Goal number four further ties our program's mission statement to our university's mission statement and goals. It is thought that a university should give back to the community through skillful teaching, the dissemination of scholarly activity, and service; the production of students that are responsible citizens and who have the opportunity for productive careers in the community. Our program incorporates this into its mission statement by seeking to provide the community (broadly defined) with competent generalist social workers which are in high demand in the region. Additionally, the community, including its professionals and organizations, offer the ASU social work program (i.e., the program's faculty and social work students) opportunity to engage in consultation, internship experiences, the dissemination of scholarly knowledge, and to engage in service.

The social work program, in developing and setting its vision, is also mindful of and responds to the ASU's Vision 2020 Plan, making decisions that are consistent with the strategic planning of the overall university.

## Criteria 1 - 9

### Criterion One: External Demand for the Program

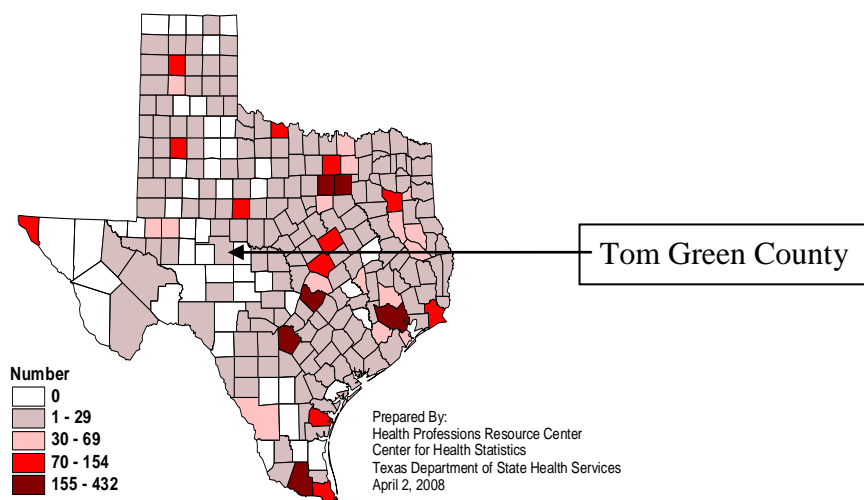
**1. What demand for your program is indicated by state/national studies? For instance, if nationally 7% of incoming freshman do or will participate in programs like yours, does ASU also have 7%?**

According to the 2010-2011 Occupational Outlook Handbook published by the United States Department of Labor, employment for social workers “is expected to grow faster than average for all occupations through 2018. Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas” (p. 3) due to the difficulty of attracting and retaining credentialed social workers. Overall, employment for social workers “is expected to increase by 16 percent during the 2008-18 decade, which is faster than average for all occupations” (p. 3). Moreover, long-term data indicated that more social workers are needed to fill positions in child, family, and school social work (12 percent increase during the 2008-18 decade), mental health and substance abuse social work (20 percent increase during the 2008-18 decade), and medical and public health social work (22 percent increase during the 2008-18 decade). Of interest, social workers with a B.S.W. can hold many of these positions as the B.S.W. degree is the entry level degree for social work practice

Recently, the National Association of Social Workers (NASW) developed the Center for Workforce Studies in efforts to examine the demand for social workers (among other things) in America; several reports were generated from this effort. The reports indicated that the social work profession is facing “significant” obstacles in terms of recruiting future social workers to provide services to older adults, especially in rural areas. Concerning social workers in child/family welfare, the reports indicated that many child and family service agencies are experiencing difficulty retaining qualified social workers due to the high stress experienced in these positions. In the area of health care or medical social work, the reports indicated that the social work profession will need to recruit “new entrants” in medical social work to meet the challenging demographic needs of the population. Even though mental health care is the largest area of social work practice, the NASW reports indicated that the future sufficiency of a qualified, frontline, social work labor force is a concern. In summary, the NASW reports suggested that the demand for social workers will increase over the next decade, especially in the areas of child/family welfare, medical social work, and gerontology in rural areas. Of note, Tom Green and surrounding West Texas counties are considered “rural” counties by the Federal government and are designated as a health care provider shortage area by the United States Department of Health and Human Services. It should be further noted that social work is considered a health care profession and a “core” mental health profession by the Federal and State Governments.

The Texas Workforce Commission’s TRACER website contains Texas labor market information. Data taken from this site relevant to Texas social workers projects (from 2002 through 2012) that there will be a 27.6 percent increase in child, family, and school social workers; 26.2 percent increase in mental health and substance abuse social workers; 32.8 percent

increase in medical and public health social workers; 23.7 percent increase in community and social service occupations; and a 27.3 percent increase in social and community service managers. The B.S.W. program at ASU seeks to produce graduates that will meet these growing needs in the Texas workforce. The most recent LBSW distribution map by county in Texas (Texas Department of State Health Services, 2008) is offered below:



To further support the need for social workers in Tom Green County, the Texas Department of State Health Services in September 2010 reported that there were only 60 licensed social workers (i.e., LBSW, LMSW, or LCSW) for the county's population of 103,750 people.

Concerning the demand for the B.S.W. degree at ASU, the B.S.W. serves as the entry level degree required in the State of Texas for licensure as a "Licensed Baccalaureate Social Worker" (LBSW). Given the current scope of practice of LBSWs in Texas, they have the opportunity to fill positions in the areas listed above where growth in social work services are projected and currently exist. The practice of "Licensed Baccalaureate Social Work" is defined by the Texas State Board of Social Worker Examiners as:

Practice of Baccalaureate Social Work--The application of social work theory, knowledge, methods, ethics and the professional use of self to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations and communities. Baccalaureate Social Work is generalist practice may include interviewing, assessment, planning, intervention, evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization and the development, implementation, and administration of policies, programs and activities. A LBSW recognized for independent practice may provide any non-clinical baccalaureate social work services in either an employment or an independent practice setting. A LBSW recognized for independent practice may work under contract, bill directly for services, and bill third parties for reimbursements for



services. A LBSW recognized for independent practice must restrict his or her independent practice to the provision of non-clinical social work services. (pp. 20-21)

Additionally, the B.S.W. degree serves as an important “feeder degree” to a future ASU Master of Social Work (M.S.W.) degree program; such a program is consistent with ASU’s Vision 2020 Plan, Academic Goal #1, Key Performance Indicator #f(1). Moreover, the B.S.W. degree serves as a feeder degree to other master degrees offered at ASU such as those in psychology and education. This is consistent with the ASU’s Vision 2020 Plan, Academic Goal #1, Key Performance Indicator #f(2).

Through liaison with local social service agency leaders in the West Texas region, and in San Angelo in particular, social workers are needed in the areas of gerontology and aging, health and mental health, substance abuse and criminal justice, and child and family services. Various regional and local social service agencies have reported a need for B.S.W.’s and/or have job openings for them at the time of this document’s creation. These include: the Texas Department of Family and Protective Services (e.g., local CPS/APS, those in the West Texas region, and those around the State of Texas), Texas Department of State Health Services (e.g., human service specialists), local juvenile probation departments and those in the West Texas region, local adult community supervision and corrections departments and those in the West Texas region, general hospitals located in the West Texas region, psychiatric hospitals located in the West Texas region, regional and local social service agencies that relate to aging, and a local crisis intervention unit. These are all service areas where social workers are trained to work and provide needed services to the people of Texas. In summary, one could quickly find job opportunities in the social work profession locally and in the West Texas Region.

## **2. Is online competition affecting participation in your program?**

It is very uncommon for CSWE accredited social work degree programs (e.g., B.S.W. or M.S.W.) or doctoral social work education (D.S.W. or Ph.D.) to be offered online. To this author’s knowledge only Texas State University in San Marcos has an online CSWE accredited B.S.W. degree; while the degree is not completely online, it is largely so and requires minimal on campus activity. There are only five online CSWE accredited M.S.W. degree programs; these programs are found at North Dakota State University (direct practice concentration), the University of Southern California (clinical and community/administrative concentrations), Florida State University (direct practice concentration), the University of New England (direct practice and community/administrative concentrations), and at Texas State University at San Marcos (community/administrative concentration); as for the online CSWE accredited M.S.W. degrees, the amount of on campus activity varies from the minimal to the extensive. There are only two online regionally accredited (NOTE: the CSWE does not accredit doctoral social work education) programs, the Doctor of Social Work (D.S.W.) degree with a generalist practice concentration at Capella University and the Ph.D. in Social Work at Walden University with a concentration in Clinical Social Work.

As a consequence of the above information, the online competition with the B.S.W. degree at ASU is minimal at best. However, it is recommended that once the B.S.W. degree at

ASU receives full CSWE accreditation, the institution should consider moving the B.S.W. online in addition to its face-to-face program. Such a move is feasible and consistent with the ASU's Vision 2020 Plan, Academic Goal #1, Key Performance Indicator #c. It is worth noting that many universities, private and public including ASU, are now offering some online course work in social work; this is not yet perceived as competition or a threat to ASU's B.S.W. program.

**Criterion Two: Internal Demand for the Program****1. How many students enrolled in your program courses use them to fulfill a general education requirement? How many students are enrolled in each of these courses?**

No course in the ASU B.S.W. degree program or the minor in social work can be used to fulfill a general education requirement.

**2. Are there other programs that are particularly dependent on courses in your program? If yes, what are they and what are the enrollments?**

The minor in gender studies offered through the Department of English lists SWK 4327 Social Work and Human Sexuality as an option for those pursuing that minor; biology students are often encouraged to take SWK 4327 Social Work and Human Sexuality by their advisors as well. The enrollment in SWK 4327 Social Work and Human Sexuality has been between 40 and 50 plus each summer session (has varied between Summer I and Summer II) that it has been offered. Sociology and Psychology students often declare a minor in social work. Nursing students often take courses within the minor and advanced electives to support their nursing education. However, enrollments of psychology, sociology, and nursing students in such courses vary widely.

**3. Are there courses in your program that are the only courses that fulfill a curricular requirement outside the program (general education, major, or minor)?**

There are no such courses in the B.S.W. degree program or the minor in social work that are the only courses that fulfill a curricular requirement outside the program.

**4. Do you see any change in the internal demand for your program? What might cause a change? How might you respond to it?**

From this author's perspective, change in the internal demand for a program can potentially be in two directions, a decrease in demand or an increase in demand. No decrease in demand is foreseen in the B.S.W. degree program or minor in social work at ASU. However, if any change in the internal demand occurs for either the social work major or minor, it is potentially an increase in demand. Unfortunately, due to the CSWE EPAS (2008), the only way to admit more students in the "social work major" is to add faculty to maintain the 1:25 faculty to student ratio. Without adding faculty a waiting list to be admitted into the program is required and has already been created as of the date of this report to handle the internal demand for the program. This means that students in the "social work major" must graduate, dropout, change majors, or be removed from the program for academic or professional performance reasons for other students to be admitted. This is hindering the growth of the B.S.W. degree program at ASU. Fortunately, there is no limit to the number of "pre-social work" students or minors in social work; consequently, the internal demand in these two areas is expected to increase, increasing the size of some classes. This was not a problem until the fire code of the classrooms utilized by social work was reduced from approximately 50 to 36 seats. This will ultimately require classrooms that can tolerate more students.

If ASU decides to offer a M.S.W. degree program in the future, the internal demand for the B.S.W. degree program will likely increase. Such an increase is foreseen because students with a B.S.W. degree that seek a M.S.W. degree are offered “advanced standing” status in M.S.W. programs. This means that such students have a shorter curricular route to the M.S.W. degree saving them time and money.

**5. What service(s), if any, does your program provide other than those above?**

It is assumed that this question is targeting services internal to ASU when it asks “what service(s), if any, does your program provide . . . ?” With is assumption clarified, the B.S.W. degree program provides a B.S.W. student intern to the San Jacinto Clinic operated through the College of Nursing and Allied Health at Angelo State University. Social work faculty consult with various programs around campus including, but not limited to student organizations, SOAR, the multicultural center, the career development center, discover ASU, and so forth; efforts will continue to be made connecting social work to various ASU activities, organizations, and programs.

The minor in social work does not provide any other “internal services” beyond offering a minor to those students that desire a structured and highly applied minor in social work. It should be noted that students who have earned a minor in social work are not able to practice social work or call themselves a social worker, or any derivation of the term, legally in the State of Texas as the title and practice of social work is protected by state statute.

**Criterion Three: Quality of Program Inputs and Processes****1. How many (Headcount? FTE?) tenured/tenure-track faculty, clinical-track faculty, instructors, full-time lecturers and part-time lecturers, adjuncts serve the program?**

The ASU B.S.W. and minor in social work have two full-time, tenure-track faculty members (Thomas W. Starkey, Ph.D., LCSW and Joel L. Carr, Ph.D., LCSW, LPC) and one full-time lecturer (Ingrid A. Russo, M.S.W., LCSW). There are no other faculty members of any kind serving the program at the time of this report.

**2. What is the availability of qualified faculty if this program were to grow?**

The availability of qualified faculty in the profession of social work varies depending upon institution and geographical location of an institution because of what clinical practitioners can make in practice outside the academy. Master prepared lectures with a license (LMSW or LCSW) and two years practice experience is the minimum according to the CSWE. While doctoral level (D.S.W. or Ph.D.) faculty members are more desirable, they are certainly more difficult to recruit and hire due to their scarcity. With the above considered, and with considering what ASU is currently paying its current full-time lecturer in social work, the availability of full-time lecturers is more likely than doctoral level faculty; however, the recruitment of such faculty becomes more difficult due to ASU's compensation for full-time faculty at the lecturer and tenure-track assistant professor rank. This statement applied to the B.S.W. degree and the minor in social work.

**3. Discuss any problems with faculty retention?**

Thus far in the social work program (inclusive of the B.S.W. major and minor in social work) faculty retention has not been a problem. The original social work faculty members who were hired are still employed at ASU. One social work faculty member retired in 2008 (William Fuller, Ed.D., LCSW); however he was not originally hired as a social work faculty member (he was hired as a psychology faculty member).

**4. If relevant, what percentage of the curricula is delivered by tenure/tenure-track faculty? What percentage by clinical-track faculty? What percentage by instructors? What percentage by full-time lecturers? What percentage by part-time lecturers? What percentage by adjuncts?**

The social work program's curriculum consists of 20 courses; there are also three full-time faculty members, one lecturer (Ingrid A. Russo, M.S.W., LCSW) and two tenure-track assistant professor's (Thomas W. Starkey, Ph.D., LCSW and Joel L. Carr, Ph.D., LCSW, LPC). The breakdown is as follows:

**By Faculty Member**

<b>Carr</b>	35% of the Curriculum (7 Courses)
<b>Russo</b>	25% of the Curriculum (5 Courses)
<b>Starkey</b>	40% of the Curriculum (8 Courses)

**By Full-Time Rank**

<b>Lecturer</b>	25% of the Curriculum (5 Courses)
<b>Tenure-Track Asst. Professor</b>	75% of the Curriculum (15 Courses)

**5. What staff (Headcount? FTE?) support is allocated to the program? Is the staff sufficient to support the program? If no, why?**

Concerning staff, the social work program has one half-time secretary (Ms. Sandra Seidel). There is a graduate assistant (GA) assigned to the program, but no written evidence exists to support counting this person as a “staff member;” moreover, the CSWE does not count this as a staff member for the program. Nevertheless, with the use of the half-time secretary and GA, staff support seems adequate; however, as the program develops and grows, this will be inadequate and is already strained. Of note, the CSWE does not find the current level of staff adequate, and has recommended one full-time staff member to service the program, its three faculty and 157 students (75 B.S.W. majors, 42 pre-social work majors, and 40 minors in social work). The rationale for this statement goes beyond simple faculty and student counts. The problem is “Who services the social work students after the half-time secretary leaves at 12 noon (she works from 0800 to 1200 Monday through Friday)? Thus far the departmental response has been faculty members and students who need assistance from a secretary, and cannot be helped by the GA, can receive such assistance from the Departmental Office Coordinator. This response, while has sufficed thus far, will not likely meet the standard of the CSWE concerning “adequate staff support” and “complete autonomy;” however, only a small challenge has been mounted by the CSWE to the program’s current arrangement.

**6. When was the curriculum last reviewed and revised? How extensive was the revision? What changes to the curriculum have been implemented?**

The curriculum (the B.S.W. major, pre-social work curriculum, and the minor in social work) was last reviewed internally (the social work faculty, students, and larger community) and externally (the CSWE) in October 2010. Such reviews are consistent with ASU’s Vision 2020 Plan, Academic Goal #1, Key Performance Indicator #g. This was the first formal review since the B.S.W. degree program’s creation in 2009 as a part of the CSWE’s accreditation four-year benchmark (i.e., benchmark I-IV) process. The revisions, pursuant to the CSWE’s benchmark I review process, were extensive and resulted in a change, to some varying degree in every course, including, but not limited to course content, sequencing, structure, syllabi construction, and program policies and structure. These changes have been approved by all appropriate ASU committees and offices, and all will be implemented by August 2011; however, they will be documented to the CSWE in February 2011 in benchmark II. The program’s next site visit will be scheduled in September or October 2011. Additional revisions may result from this review and subsequent benchmark reviews thereafter.

**7. If the program teaches classes in the Core Curriculum, explain how the Learning Outcomes of those classes are aligned with the Coordinating Board Exemplary Educational Outcomes for that subject. If not aligned, explain why.**

No course in the ASU B.S.W. degree program or the minor in social work can be used to fulfill a core curriculum requirement.

**8. How has the program utilized technology?**

Of course, every student and faculty member uses the ASU website and RamPort for various activities. The program utilizes a variety of technological products provided by ASU. Blackboard is utilized in every course offered by the social work program. Not every course is fully-online, but every face-to-face course is a hybrid course in that testing, announcements, syllabus location, assignment submission and so forth are delivered via Blackboard. Concerning testing, the Respondus Lockdown Browser is employed in conjunction with Blackboard for most course testing. A computer lab is used every time Research Methods (approximately once every academic year) is taught given the necessity of exposing students to the Statistical Package for the Social Sciences (SPSS) software for data analysis purposes. Every spring semester, a computer lab is used to administer the program's comprehensive exam to the candidates for graduation. Lastly, the program utilizes one third of the laboratory allocated to the Department of Psychology, Sociology, and Social Work (Academic Building, 2<sup>nd</sup> Floor) to record student performance, with confederate clients, conducting assessments, treatment planning, and so forth.

**9. What are the significant strengths and weaknesses of facilities, furnishings, and/or equipment?**

Concerning the physical facilities, furnishings, and/or equipment, this writer suggests that they are adequate and meet the needs to the program with one possible exception, classroom seating space. Recently, pursuant to fire code changes, the seats in the classrooms were reduced in the classrooms utilized by the program. This created the need to cap the courses being offered at the fire code level and offer two sections as student need permits. This alternative has significant problems. If the course is capped at the fire code level, students who need the course are unable to get into the course because of lack of seats. This is problematic because if a student misses a course out of sequence in the program, it could delay their graduation up to one year (note that the social work B.S.W. degree major and minor is social work is highly structured and courses are strictly sequenced). A second section of the course may be offered if student demand is high enough for the course. This is problematic because of faculty resources. The existing faculty cannot teach more courses than allowed by the CSWE, or may not desire to teach an overload course; thus adjunct faculty would be necessary. Of course, the use of adjunct faculty has been discouraged due to budgetary reductions.

**10. Are there adequate library resources, both hard copy and electronic, and adequate access to the resources, to support the program? If not, why not?**

Yes, this is a real strength that is agreed upon by the program's faculty, students, the community, and the CSWE.

**11. Is there an adequate operating budget, from all sources, to support the program? If not, why not?**

The program's operating budget seems to be a real challenge for the program. No, there is not enough operating budget for the social work program. When the social work program was proposed, a budget was submitted through the appropriate channels at ASU (the Dean of the College of Liberal and Fine Arts, Vice Provost, Provost, and President), Board of Regents, and the THECB. However, this proposal did not result in an actual Maintenance and Operating (M&O) budget increase for the Department of Psychology, Sociology, and Social Work, in which the social work program is housed. Consequently, the department's existing M&O that once served two disciplines (psychology and sociology) was required to serve the existing two disciplines and the new professional program added to the department. Since, the department's overall M&O was reduced (as was every department's M&O budget) due to budget reductions. Nevertheless, the social work program has a \$6,000 M&O budget (some of which is soft money from instructional enhancement) provided by the Dean of the College of Liberal and Fine Arts, and recently the program has its own accounting line pursuant to the CSWE accreditation requirements.

**12. When and how has the operating budget increased in the past five years?**

The M&O of the social work program has not increased since the program's creation; it has moved from nonexistent to \$6,000.

**13. What new resources would be required to bring the program to a high level of quality?**

This writer argues that the social work program at ASU (both B.S.W. degree and the minor in social work) are of high quality currently and are on a path toward continual improvement via the CSWE benchmark review process. However, if the program is expected to grow (i.e., proposing and starting a M.S.W. degree program in clinical/medical social work or growth in the B.S.W. degree program), another faculty member is needed, and the social work program (i.e., B.S.W. degree, pre-social work, and the minor in social work) will need to be departmentalized, the half-time secretary will need to become a full-time office coordinator, and the program is recommended to move from the College of Liberal and Fine Arts to the College of Nursing and Allied Health. A fourth faculty member is needed to add B.S.W. degree students, increasing the number of possible students to 100 (remember the 1:25 faculty to student ratio), and would allow the program to propose and start the M.S.W. program. While six full-time faculty members are needed for a M.S.W. program, the CSWE will allow programs to propose and start the program into benchmark I with four faculty members. However, the CSWE will require that a faculty member be added each year after benchmark I until six faculty members exist (i.e., by benchmark III). If a M.S.W. degree program is proposed and started, it should be known that it also will be a health care provider degree with accreditation requirements. For this reason, it seems appropriate for the entire social work program to become departmentalized and move to the College of Nursing and Allied Health. The College of Nursing and Allied Health is accustomed to accreditation requirements relating to health care professions and such programs



specific requirements and needs. Once a M.S.W. degree is established and receives CSWE accreditation, ASU could then begin to consider a D.S.W. degree.

**Criterion Four: Quality of Program Outcomes**

**1. Does the program have clearly stated measurable learning outcomes? How are results used to assess, review, and revise the program? Are these learning outcomes aligned with the ASU Student Learning Outcomes? If yes, which ones? If not, why not?**

Yes, the social work program has clearly stated, measurable learning goals consistent with ASU's Vision 2020 Plan, Academic Goal #5, Key Performance Indicator #c(1). In social work education, learning goals are called competencies; there are 10 competencies. These 10 competencies are operationalized with 41 practice behaviors. The 41 practice behaviors are measured by specific course assignments and overall program assessments (e.g., the comprehensive examination, which is a purchased, nationally standardized exam covering every aspect of the curriculum). The 10 competencies and their associated practice behaviors are listed below (the designation "EP" refers to the CSWE's "Educational Policy" in the EPAS, and the associated number following EP represents the location of the competency in the Educational Policy):

**EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. use supervision and consultation.

**EP 2.1.2 -- Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social Workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

7. recognize and manage personal values in a way that allows professional values to guide practice;
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. tolerate ambiguity in resolving ethical conflicts; and
10. apply strategies of ethical reasoning to arrive at principled decisions.

**EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**EP 2.1.4 -- Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

14. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. view themselves as learners and engage those with whom they work as informants.

**EP 2.1.5 -- Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

18. understand the forms and mechanisms of oppression and discrimination;
19. advocate for human rights and social and economic justice; and
20. engage in practices that advance social and economic justice.

**EP 2.1.6 -- Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- 21. use practice experience to inform scientific inquiry and
- 22. use research evidence to inform practice.

**EP 2.1.7 -- Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- 23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 24. critique and apply knowledge to understand person and environment.

**EP 2.1.8 -- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- 25. analyze, formulate, and advocate for policies that advance social well-being; and
- 26. collaborate with colleagues and clients for effective policy action.

**EP 2.1.9 -- Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- 27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- 28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**EP 2.1.10(a)–(d) -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**EP 2.1.10(a) -- Engagement**

Social workers

- 29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- 30. use empathy and other interpersonal skills; and
- 31. develop a mutually agreed-on focus of work and desired outcomes.

**EP 2.1.10(b) -- Assessment**

Social workers

- 32. collect, organize, and interpret client data;
- 33. assess client strengths and limitations;
- 34. develop mutually agreed-on intervention goals and objectives; and
- 35. select appropriate intervention strategies.

**EP 2.1.10(c) -- Intervention**

Social workers

- 36. initiate actions to achieve organizational goals;
- 37. implement prevention interventions that enhance client capacities;
- 38. help clients resolve problems;
- 39. negotiate, mediate, and advocate for clients; and
- 40. facilitate transitions and endings.

**EP 2.1.10(d) -- Evaluation**

Social workers

- 41. critically analyze, monitor, and evaluate interventions.

The ASU Student Learning Outcomes (SLO; called ASU Undergraduate learning Goals dated 27FEB2009 from the Provost's website) contain five statements relating to educational outcomes. The statements are operationalized by 18 behavioral statements. All of the ASU social work program's competencies directly relate to these five statements. Below are the ASU

Student Learning Outcomes and their associated behavioral definitions with the social work program competencies listed below them:

**SLO 1 -- Liberal knowledge and skills of inquiry, critical thinking and synthesis.** Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking. Students will

1. apply different methods of inquiry from various perspectives and disciplines to gather information;
2. comprehend and apply various research methods to evaluate informational critically;
3. analyze complex issues and construct logical conclusions; and
4. use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.

This ASU SLO relates to EP 2.1.3 -- apply critical thinking to inform and communicate professional judgments; EP 2.1.6 -- engage in research-informed practice and practice-informed research; EP 2.1.7 -- apply knowledge of human behavior and the social environment; and EP 2.1.9 -- respond to contexts that shape practice.

**SLO 2 -- Core skills.** Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency. Students will

5. comprehend and critically interpret information in written and oral forms;
6. communicate information and ideas effectively;
7. understand and apply mathematical reasoning to solve quantitative problems and evaluate quantitative information and arguments;
8. understand and apply scientific reasoning in the natural sciences; and
9. use technological resources to access and communicate relevant information.

This ASU SLO relates to EP 2.1.3 -- apply critical thinking to inform and communicate professional judgments; EP 2.1.6 -- engage in research-informed practice and practice-informed research; EP 2.1.7 -- apply knowledge of human behavior and the social environment; and EP 2.1.9 -- respond to contexts that shape practice.

**SLO 3 -- Specialized knowledge.** Students will gain knowledge and skills appropriate for both their fields of study and to enter into the professional sector and/or graduate school. Students will

10. demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;
11. acquire research skills and specialized vocabulary for discourse;

12. demonstrate competencies and achievements appropriate to their fields of study; and
13. apply classroom learning in a combination of reflective practice and experiential education.

This ASU SLO relates to all of the social work program's competencies (EP 2.1.1 to EP 2.1.10a-d).

**SLO 4 -- Social responsibility.** Students will understand their responsibility as citizens in a complex, changing society. Students will

14. employ professional and personal judgments based on ethical considerations and societal values;
15. understand civic responsibility and leadership; and
16. demonstrate an understanding of the purpose and value of community service in advancing society.

This ASU SLO relates to EP 2.1.2 -- apply social work ethical principles to guide professional practice; EP 2.1.5 -- advance human rights and social and economic justice; EP 2.1.8 -- engage in policy practice to advance social and economic well-being and to deliver effective social work service; EP 2.1.9 -- respond to contexts that shape practice; and EP 2.1.10(a)-(d) -- engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**SLO 5 -- Cultural identity.** Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world. Students will

17. demonstrate respect for differences among cultures; and
18. practice the knowledge skills and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.

This ASU SLO relates to EP 2.1.4 -- engage I diversity and difference in practice; EP 2.1.5 -- advance human rights and social and economic justice; and EP 2.1.7 -- apply knowledge of human behavior and the social environment.

Outcome measures of the 41 social work practice behaviors are measured by classroom assignments, observation of internship and other applied experiences, and a nationally standardized examination (of note, this exam is created, validated, administered, and scored by an outside agency to ensure the integrity of the examination items and process). These assessment measures are consistent with ASU's Vision 2020 Plan, Academic Goal #5, Key Performance Indicator #c(1) and (2). Outcome data is used to modify, adjust, and refine individual courses, instructional strategies, and program structures; such is required of the program by the CSWE. Overall, a competency level is set by the program pursuant to the CSWE EPAS, in the ASU social work program's case the level of competency is set to 70 percent. The reason that this level of competency was chosen is because it is related to national standards in

the social work profession. Consequently, students must make at least 70 percent on assignments, in each social work course, and on the nationally standardized exam to achieve this level of competence on each program competency. Ultimately, these outcome measures are planned to be entered into the Strategic Planning Online (SPOL) system consistent with ASU's Vision 2020 Plan, Academic Goal #5, Key Performance Indicator #b(1). Program reviews, modifications, adjustments, and refinements are made each year, and are an ongoing process; this is documented to the CSWE and to the university after initial accreditation is granted every seven years; this is consistent with ASU's Vision 2020 Plan, Academic Goal #5.

## **2. What indicators are there of program quality, both internal and external?**

The social work profession and the ASU social work program is highly regulated and reviewed by internal and external processes. Internally, social work students are required to make a "C" or better in all courses taken with a SWK prefix; failure to do so results in the student retaking the course. Students are required to be advised by social work faculty concerning academic and professional performance each semester. Students are reviewed by professional social workers in the field during their volunteer and internship experiences that constitute a total of 520 clock hours. Students must take and pass (with a 70 or better) a nationally standardized exit exam covering the social work curriculum. Thus far, all students have met these standards. Externally, once students graduate, they are tracked to monitor their employment or graduate school status. Thus far, all students have become employed in their field or have entered graduate school. Lastly, students typically will set for the TSBSWE examination to become a LBSW. Passing this very difficult exam is indeed an indicator of program quality.

## **3. Other than graduation, what indicators are there of student success?**

Thus far, all graduating students have passed the nationally standardized and comprehensive social work examination which is required the semester before B.S.W. students graduate. This examination is identical to the state board examination that they will take to get their LBSW license. Thus far, the program has not been in existence long enough to have graduates take the state board exam. For those students who have graduated with a minor in social work, they tend to secure entry level social service jobs. Their longevity at these jobs is unknown as is the contribution that the minor in social work makes towards their career development.

## **4. What indicators are there of student satisfaction with the program?**

The social work program (this is inclusive of the B.S.W. major, the pre-social work major, and those students with a minor in social work) is required to have a student advisory group to the program. At ASU, this is the Student Social Work Association (SSWA). They are an authorized organization by the social work program; an approved organization through ASU; and have their own website, elected officers, engage the community, manage their own money and so forth. The feedback from the SSWA is positive concerning the program. Students seem to be happy that ASU has the social work program and indicate a strong desire for a M.S.W. program at ASU in clinical/medical social work. For example, of 72 students who responded to



the statement, “I am interested in obtaining a Master of Social Work degree,” 76% (n = 55) strongly agreed or agreed with that statement; 66 students responded to the question, “I would be interested in pursuing a Master of Social Work degree at Angelo State University if that degree was offered,” 70% (n = 46) strongly agreed or agreed with this statement. This data suggests a degree of satisfaction with the social work program.

The students, via a focus group held by the CSWE during their last site visit, indicated a high level of satisfaction with the social work program, its faculty, and operations.

The social work faculty members also participate in the IDEA evaluation process each semester. Faculty ratings are most often better than average in the social work program. While this may not be a direct indication of student satisfaction, it does serve as an indirect indicator and may contribute to the program’s understanding of student satisfaction.

**5. Are there any indicators of value added? (Are there any indicators that students, as a result of participation in this program, do better than expected?)**

This data is unclear for the ASU social work program given that it has only existed for one full academic year; only two students have graduated (December 2010) the program at the time this report was written. However, the phrase “better than expected” may have many meanings; it is unclear what could be better than graduating, securing employment in the social work profession, passing the TSBSWE licensure exam, or going to graduate school in social work or related field of study. The next part of the above question (“as a result of the program”) requires attributions to be made concerning the ASU program’s contribution towards the program’s graduates doing “better than expected”. This also seems difficult to estimate with only two graduates, and would perhaps be difficult to estimate with many graduates with any degree of certainty. What can be said with certainty is that the employment opportunities are great in social work, even in rural areas; consequently, ASU social work program graduates are sure to secure employment in their area of social work practice.

**6. How do you track graduates after graduation? Are their comments and suggestions used to revise and update the curriculum?**

Students are mailed a short survey inquiring as to their status as an employed social worker or graduate students, their comments about the ASU social work program, and any suggestions that they may have to improve the program six months post graduation from the ASU social work program. This data is collected then intergraded into curriculum and program revision per the accreditation requirements of the CSWE. Thus far, the program only has had two graduates and they have not been graduated a month at the time this report was being written; consequently, there is no real data collected thus far in the lifespan of the program.

**Criterion Five: Size, Scope, and Productivity of the Program****1. How many students (Headcount? FTE?) are in the program?**

Headcount and student FTE as of January 5, 2011:

B.S.W. Majors	75
Pre-Social Work	42
Minors in Social Work	<u>35</u>
Total Headcount	152

**2. What is the student to faculty ratio? Are there external requirements for these ratios?**

The faculty student ratio in the B.S.W. major is 25:1 students to faculty as of January 5, 2011. The CSWE's EPAS states that B.S.W. programs cannot exceed the student: faculty ratio of 25:1. There are no limitations placed on the number of pre-social work students and minors in social work. As of January 5, 2011, the student to faculty ratio for the pre-social work division of the program was 14:1.

Minors in social work are somewhat discouraged by most social work educators in larger universities. Smaller universities, like ASU, often use them as a feeder into the B.S.W. major, offering students who have other majors an opportunity to be exposed to the social work profession hoping that they see the benefits of the B.S.W. degree and change majors. Having a minor in a professional discipline is often seen as misleading. For example, if a history major had a minor in nursing, they are not a nurse and cannot practice nursing. The same can be said for the social work minor. Nevertheless, as of January 5, 2011 the student to faculty ratio for the minor in social work was 12:1.

Overall, considering all students as of January 5, 2011, the student to faculty ratio in all areas of the social work program was 51:1.

**3. How many SCH's are generated by this program?**

The data provided for this section did not distinguish between the B.S.W. degree program students, pre-social work students, and the minors in social work. Please note that no social work course existed at ASU until fall 2008, and that there was only one full-time social work faculty until fall 2009.

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>Total</u>
SCHs	0	0	627	873	1,440	2,940

**4. How many SCH's per faculty are generated? How many WCH's?**

In the case of social work, the semester credit hours (SCHs) and the weighted credit hours (WCHs) are the same. Please note that starting in fall 2011, there will be no cross listed

social work courses. This means that cross listed course once taught by non-social work faculty members (i.e., Drs. David N. Sander and Kenneth L. Stewart) must be taught by social work faculty per the CSWE.

<b>Current Faculty Members</b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>
<b>Ingrid A. Russo, M.S.W., LCSW</b>	0	0	0	0	462
<b>Thomas W. Starkey, Ph.D., LCSW</b>	0	0	0	0	483
<b>Joel L. Carr, Ph.D., LCSW, LPC</b>	0	0	234	294	390
<b>Retired Faculty/Faculty Who Taught SWK Sec.</b>	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>
<b>William Fuller, Ed.D., LCSW</b>	0	0	357	555	0
<b>Paul F. Love, Ph.D.</b>	0	0	12	0	0
<b>David N. Sanders, Ph.D.</b>	0	0	0	0	36
<b>Kenneth L. Stewart, Ph.D.</b>	<u>0</u>	<u>0</u>	<u>24</u>	<u>24</u>	<u>69</u>
<b>Total</b>	<u>0</u>	<u>0</u>	<u>627</u>	<u>873</u>	<u>1,440</u>

Just a side note, to demonstrate growth in 2011, in one semester (fall 2010 semester, *not* the entire academic year) there were a total 825 SCHs. If this trend holds (which it should), the social work program has demonstrated several things. The first is that the program reached capacity four years before projected in the original program proposal. Second, the program is in high demand. Such trends are likely to continue into the foreseeable future given the job market for social workers. However, with recent seating reductions as a result of fire code changes, and the fact that there are only three social work faculty members (remember the 25:1 student to faculty ratio), these numbers may level out stifling the growth of the program in the future.

**5. How many degrees (majors, minors, certificates) have been awarded in the past five years?**

	<b><u>2006</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>Total</u></b>
<b>B.S.W. Majors</b>	0	0	0	0	2	2
<b>Minors</b>	0	0	2	15	10	27
<b>Certificates</b>	0	0	0	0	0	0

**6. Are there unique services (lectures, performances, centers, clinics, conferences, journals, etc) offered by the program? How many community members "attend" or use these services?**

Yes; the program is a continuing education provider for professional social workers, psychologists, counselors, marriage and family therapists, and chemical dependency counseling in the community. Consequently, the program has sponsored several conference or workshop events in the Concho Valley. Also, we hold our Annual Leadership and Orientation Workshop each fall for our students and internship supervisors who are community social workers. Estimates suggest that, on average, approximately 50 people attend each event sponsored or

offered. These events provide a service to the mental health professionals in the Concho Valley community, they integrate our students with community professionals, and they advance the ASU social work program in the Concho Valley.

### **7. Does the curriculum adequately cover the discipline?**

Yes; social work curriculum is rigorously monitored by the CSWE to ensure adequacy and comprehensiveness. Failure to have an adequate and comprehensive curriculum in social work will result in a failure to meet the CSWE accreditation requirements and place the program's CSWE candidacy for accreditation process in jeopardy. Currently, the curriculum contains the necessary elements required by the CSWE, ensuring the comprehensiveness of the curriculum.

### **8. Is the program housed in the appropriate administrative unit? Would there be any benefit to the program, its students, and faculty if it were housed in another administrative unit?**

The social work faculty (Ms. Ingrid A. Russo and Drs. Thomas W. Starkey and Joel L. Carr) have discussed this issues at length. The consensus is that the program has greater potential for development (e.g., attracting students) and growth (e.g., the creation and development of a clinical/medical M.S.W. degree and ultimately a D.S.W. degree) in the College of Nursing and Allied Health. This statement should in no way be interpreted as dissatisfaction with the College of Liberal and Fine Arts; the Department of Psychology, Sociology, and Social Work; or of the aforementioned administrative unit's personnel. However, since social work is considered a health care profession and a core mental health profession by the federal and state government, the similarities in the professional programs that currently exist in the College of Nursing and Allied Health with the social work profession (e.g., nursing and physical therapy as professional programs), and the similarities between faculty, students, and program requirements (e.g., accreditation issues), the recommendation of moving social work to the College of Nursing and Allied Health seems to follow logical reasoning.

If ASU desires a clinical/medical M.S.W. degree program in the future (and perhaps a D.S.W. following the M.S.W.) to build upon the existing B.S.W. degree program, social work will need to be its own department, and will need at least one additional faculty member to begin that process per the CSWE accreditation requirements. While it is true that social work will need a total of six full-time faculty, with a primary appointment to the social work program, to have a M.S.W. degree program (and a small D.S.W. degree program; note: doctoral [D.S.W. or Ph.D.] degree programs in social work do not require specialized accreditation like that from the CSWE), the CSWE will allow programs to begin with four faculty members and build an additional faculty member into the program each year until six are present to support the curriculum, its delivery, and the students enrolled in the program. This would also allow the B.S.W. degree program to grow in size as that program is currently held at 75 total students to maintain the required faculty to student ratio. This level of development, if desired by ASU, seems to justify the independent departmentalization of social work in the College of Nursing and Allied Health.

**Criterion Six: Revenue and Other Resources Generated by the Program**

**1. Based on SCH's generated in AY 2009/10, how much tuition A, tuition B, and formula funding were generated by the program?**

	<u>SCH</u>	<u>Tuition A</u>	<u>Tuition B</u>	<u>Formula</u>	<u>Total</u>
<b>Fall 2009</b>	639	31,950.00	58,468.50	79,351.96	169,770.46
<b>Lower-Division</b>	309			37,280.42	
<b>Upper-Division</b>	330			42,071.54	
<b>Spring 2010</b>	654	32,700.00	59,841.00	81,695.28	174,236.28
<b>Lower-Division</b>	246			29,679.56	
<b>Upper-Division</b>	408			52,015.72	
<b>Summer I 2010</b>	36	1,800.00	3,294.00	4,589.62	9,683.62
<b>Lower-Division</b>	0			0.00	
<b>Upper-Division</b>	36			4,589.62	
<b>Summer II 2010</b>	111	<u>5,550.00</u>	<u>10,156.50</u>	13,871.48	<u>29,577.98</u>
<b>Lower-Division</b>	45			5,457.17	
<b>Upper-Division</b>	<u>66</u>			8,414.31	
<b>Total AY 2009-10</b>	<u>1,440</u>	<u>72,000.00</u>	<u>131,760.00</u>	<u>179,588.34</u>	<u>383,348.34</u>

**2. Is other revenue generated by the program? How much and from what sources?**

The online course offerings generate online course fees. In the academic year 2009-2010, there was \$2,250.00 in online course fees generated. Of course, student enrollments in the social work program courses generate other fees that all students generate when they enroll in a course at ASU (e.g., library fees, activity fees, and so forth). The exact nature of these fees is unknown. However, the online course fees noted above are likely unique to each program; therefore they are considered "other revenue" generated by the program.

**3. What support for the program has been generated by extramural funding in the last four years?**

There has been no extramural funding to this writer's knowledge.

**4. What indirect cost recovery has been generated for the program and the institution by extramural funding in the last four years?**

There has been no extramural funding to this writer's knowledge.

**5. How reliant is the program on extramural funding?**

This program is not reliant on extramural funding at all to this writer's knowledge.

**6. Does the program attract development dollars? How much? Restricted or unrestricted?**

To this writer's knowledge, this program has not attracted any (restricted or unrestricted) development dollars.

**7. What other funds are generated (tickets, class fees, user fees, etc.), and how are the monies used?**

There are no other funds generated by the social work program to this writer's knowledge.

**8. Is there significant "potential" revenue?**

Yes; if faculty had the time, grants could be written. Additionally, if ASU had a M.S.W. degree program, it is estimated that its enrollment would be at maximum capacity in one year generating revenue; such a program is consistent with ASU's Vision 2020 Plan, Academic Goal #1, Key Performance Indicator #f(1). This statement is supported by the following: of 72 students who responded to the statement, "I am interested in obtaining a Master of Social Work degree," 76% (n = 55) strongly agreed or agreed with that statement. Sixty-six students responded to the question, "I would be interested in pursuing a Master of Social Work degree at Angelo State University if that degree was offered," 70% (n = 46) strongly agreed or agreed with this statement. If student held to these statistics, a new M.S.W. degree at ASU would have 46 students the day it opened and would be at 77% capacity; the other 14 students needed for a M.S.W. degree to reach capacity, with the minimum number of required faculty (n = 6), would likely be new graduate students to ASU who received their undergraduate degree elsewhere. A small D.S.W. degree program (three to six students) could be delivered online or face-to-face at no notable additional costs in terms of faculty, space, and so forth.

If an additional faculty person could be located in the TTUS Hill County sites, the social work program has been authorized to offer social work course at those locations; this could be a way to bring in additional student and ultimately revenue to the university. Moreover, the social work program in the Hill County is consistent with ASU's Vision 2020 Plan, Academic Goal #1, Key Performance Indicator #c(2) and c(5). Lastly, ASU may wish to consider a small internship fee to cover additional costs associated with the internship portion of the social work curriculum.

**9. Does the program have significant partnerships/relationships? If so, what are they?**

Yes; the ASU social work program has a significant relationship with the National Association of Social Workers Texas Chapter (Austin). The social work program director is on the board of directors (Region 9) for this organization, another faculty is the Concho Valley

Branch Chair, and the social work program field education director is on the Concho Valley Branch's Steering Committee.

The social work program also has formal contracts for internships in the community. At the time this report was written, the program has secured (contracts on file) 12 internship sites at the following locations: San Jacinto Clinic (San Angelo), Child Protective Services (San Angelo), Adult Protective Services (San Angelo), West Texas Rehabilitation (San Angelo), Meadow Creek Nursing Home (San Angelo), Early Childhood Intervention (San Angelo), Head Start (San Angelo), Shannon Medical Center (San Angelo), Tom Green County Juvenile Justice (San Angelo), River Crest Hospital (San Angelo), Central Dallas Ministries (Dallas, the program's first distance internship site), and Big Brothers Big Sisters (San Angelo). Additionally, the social work program has secured strong relationships with 21 other social and human service organizations in the Concho Valley to facilitate faculty and student community service activities.

Another significant relationship is our recently secured Memorandum of Understanding (MOU) with Howard College. This MOU creates a formal 2+2 program with Howard College's pre-social work program and ASU's B.S.W. degree program. This MOU relationship is consistent with ASU's Vision 2020 Plan, Academic Goal #1, Key Performance Indicator #c(3).

**Criterion Seven: Costs and Other Expenses Associated with the Program****1. What costs, both direct and indirect, are associated with delivering this program?**

The following direct and indirect costs are those incurred in academic year 2009-2010. The decision was made to present the data in this fashion so that it may be compared to revenue generated by the program.

**Direct Costs****Personnel**

<b>Joel L. Carr, Ph.D., LCSW, LPC</b>	52,417.00
<b>Thomas W. Starkey, Ph.D., LCSW</b>	51,817.00
<b>Ingrid A. Russo, M.S.W., LCSW</b>	40,000.00
<b>Sandra D. Seidel (half-time secretary)</b>	8,514.54
<b>Program Graduate Assistant</b>	7,490.00
<b>Program Student Assistant</b>	<u>6,700.00</u>

<b>Total Direct Costs</b>	166,938.54
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**Indirect Costs****Facilities and Equipment**

<b>Phone</b>	559.32
<b>Copier</b>	315.60

**Library, Supplies, and Materials**

<b>Library Orders and Subscriptions</b>	10,400.00
<b>Office Supplies</b>	1,402.25
<b>Software</b>	118.12
<b>Postage</b>	123.35
<b>Print Shop</b>	306.11

**Travel**

<b>Conference Registration</b>	560.00
<b>Mileage</b>	77.00
<b>Airfare</b>	460.16
<b>Lodging and Meals</b>	1,044.50

**Accreditation Fees**

<b>CSWE Commissioner Visit I</b>	<u>2,625.00</u>
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<b>Total Indirect Costs</b>	17,991.41
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<b>Total Costs (Direct and Indirect)</b>	<u>184,929.95</u>
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**2. What efficiencies has the program put into place?**

The social work program, as previously noted, is very new (one academic year old) and has not received the funding that it was proposed to receive in the program's initial proposal. In fact, it has received much less and was forced to be efficient from the start. The program is clean, efficient, and frankly bare bones at this time. Consequently, there are no efficiencies that have been "put into place;" the program was started with such efficiencies and has always operated in that fashion.

**3. What efficiencies might the program put into place?**

At this point in the development of the program, as indicted above, the program is as efficient as it can operate. Of course, if efficiencies are identified and can be capitalized upon, they will be incorporated into the program's structure.

**4. Are there opportunities for productivity gains, efficiencies, cost-containment or cost reduction that might make the program more viable? If yes, what are they?**

In the development of the program, and its overall youth compared to more longstanding academic programs at ASU, productivity gains, opportunities for efficiencies, cost-containment, or cost reduction are limited; the program is still in development. The social work faculty members usually teach three to four course preparations each semester with no redundant course sections to ensure courses fill to capacity; however, with the reduction of seats in the classrooms used by social work due to fire code changes, course capacity is reduced from 40 to 50 students to 32 to 36 students depending upon the room used. The combination of program marketing to attract students (many students at ASU still report that they do not know what social work is and that ASU offered the major) and classrooms that can accommodate more students could increase program productivity.

**Criterion Eight: Impact, Justification, and Overall Essential Nature of the Program**  
(This criterion is the summative measure within which anything else about the program relevant to this process should be included.)

**1. How is this program essential to the institution?**

The essential nature of an academic or professional program seems to be a matter of opinion without criteria being stated to determine the essential nature of such a program. Based on the above presented data (see criterion six and seven of this report), during academic year 2009-2010 (AY 10), the social work program generated \$198,418.39 above costs for ASU. This is a suggestion toward the essential nature of the social work program; it made money above the costs for the university, and the program has the potential to do better with development and growth. Such development and growth will be evident with a future M.S.W. at ASU and perhaps an eventual D.S.W. degree program. Nevertheless, it is assumed that you want this writer's opinion of the essential nature of the social work program. It seems to be that ASU has been most supportive of the social work program and its development. In fact, this writer has been asked to consider a M.S.W. proposal. Of course, such a proposal takes resources that have not been offered. If this item is a matter of money, based on the 2009-2010 financial data provide above, the existing program generated more resources than it used; consequently, with some degree of inference used, the program has the potential to do better in the future with the eventual development of a M.S.W. degree program.

In this writer's opinion, the social work program is essential in that ASU's competition has social work programs. Without the social work program, ASU may lose students and thus some revenue. This writer suggests that the social work program can grow, eventually offer a M.S.W., and become a "program of distinction" in ASU's future. However, this requires resources in terms of marketing and student recruitment, faculty time and recruitment, and the commitment from ASU. Thus the question still remains, does ASU want a social work program? Does ASU want a B.S.W. or M.S.W. degree program? Thus far the answer has been "yes" for the B.S.W., but is the program essential? By whose standards is the program essential? The faculty in the social work program will always say "yes" because social work is where our effort is spent at ASU on a daily basis. The students in our "at capacity" program that currently exist will certainly say "yes" because they believe in social work and the value of the program. The profession of social work will say "yes" because the profession believes in the essential nature of social work. The community has said "yes" because of graduates fill an existing community need due to the lack of qualified social workers (note that a person cannot call themselves a social worker without a CSWE accredited degree [i.e., B.S.W. or M.S.W.] and a license in social work [i.e., LBSW, LMSW, LCSW]). If ASU thinks that social work is essential and worthy of its support, the social work program faculty at ASU is willing, able, and ready to move forward with continued development of the current social work program, and eventually a M.S.W. degree proposal, at the pleasure of ASU, to address the well documented community, state, and national need for such professionals.

## **2. How does this program contribute to the mission and goals of the university?**

According to the document *Dissecting the Mission Statement* (ASU Office of Strategy, Planning, and Policy, April 2009), the ASU mission statement can be broken into three fundamental principles: purpose, values, and business. ASU has seven master goals listed in this document that relate to these three fundamental principles. These goals include:

1. Recruit, retain, and recognize diverse, high-quality faculty and staff.
2. Provide and maintain facilities appropriate for the University's academic and co-curricular programs.
3. Recruit, retain and graduate, in numbers consistent with increased goals for enrollment and retention, an academically qualified student body reflecting the diversity of the region, the state, and the nation.
4. Develop and expand both undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace.
5. Maintain a supportive, helpful environment for students, faculty, staff, community, and alumni.
6. Develop and enhance external partnerships, collaborations, and funding opportunities.
7. Regularly assess and evaluate all institutional functions and programs to assure continuous improvement and to maximize efficiencies.

The social work program (inclusive of the B.S.W. degree, pre-social work, and the social work minor) relates to ASU's purpose, values, and business as stated in the university mission statement. The purpose portion of the ASU mission is, "ASU prepares students to be responsible citizens and to have productive careers". The ASU goals that relate to this aspect of the mission include: 1) recruit, retain, and recognize diverse, high-quality faculty and staff; 3) recruit, retain and graduate, in numbers consistent with increased goals for enrollment and retention, an academically qualified student body reflecting the diversity of the region, the state, and the nation; 4) develop and expand both undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace; 6) develop and enhance external partnerships, collaborations, and funding opportunities; and 7) regularly assess and evaluate all institutional functions and programs to assure continuous improvement and to maximize efficiencies. The social work program directly contributes to this aspect of the university mission and related university goals by employing degreed and licensed social workers that are also scholars in their respective areas of expertise (ASU goal #1). The social work program recruits a diverse student body, and graduates competent social workers as defined by the CSWE who sets competency standards in their EPAS (ASU goal #3). The social work program has a well defined undergraduate curriculum that is consistent with the CSWE's EPAS, supporting the intellectual and personal growth of social work students that ultimately graduate with specific skills that are relevant and in high demand as evidenced by national, regional, state, and local market trends (ASU goal #4). It is the case that the ASU social work strongly desires to propose, development, and implement a graduate program (i.e., the M.S.W. degree and

eventually a professional doctorate, the D.S.W.); however, resources have not been made available for such a proposal to begin. The ASU social work program has developed a 2+2 program with Howard College; in addition, the program has secured 12 partnerships with local agencies for the program's internships (ASU goal #6). It is the case that more partnerships will be needed and are being developed at present; continued efforts will be made here to support the existing and future need. The ASU social work program assesses its curricula on a routine basis pursuant to the CSWE accreditation requirements (ASU goal #7).

The values portion of the ASU mission is, “. . . In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences. . . .” The ASU goals that relate to this aspect of the mission include: 1) recruit, retain, and recognize diverse, high-quality faculty and staff; 2) provide and maintain facilities appropriate for the University's academic and co-curricular programs; 3) recruit, retain and graduate, in numbers consistent with increased goals for enrollment and retention, an academically qualified student body reflecting the diversity of the region, the state, and the nation; 4) develop and expand both undergraduate and graduate curricula and co-curricula to support students' intellectual and personal growth, to address issues relevant to society, and to meet the demands of State of Texas initiatives and the marketplace; 5) maintain a supportive, helpful environment for students, faculty, staff, community, and alumni; 6) develop and enhance external partnerships, collaborations, and funding opportunities; and 7) regularly assess and evaluate all institutional functions and programs to assure continuous improvement and to maximize efficiencies. To avoid redundancy, previously addressed master goals and their relationship to the ASU social work program will not be explained again; only new master goals will be discussed in relationship to the program. The ASU social work program's utilization of physical facilities include one social work program office (A104H); three faculty offices (A104G, A104F, and A104C; and the use of common spaces, classrooms (primarily A105 and A115), and a lab space (A205B); all in the Academic Building. These spaces seem to adequately support student learning and faculty development (ASU goal #2). However, they are not without their shortcomings as mentioned in this report. The most challenging of these shortcomings is the decreased number of seats in the classroom spaces. The ASU social work program creates a supportive environment for students (ASU goal #5). Each student affiliated with the social work program is advised by a social work faculty member. Such advising is more like mentoring given the professional nature of the social work program. Additionally, students have consistently found open doors to the social work faculty offices who work to ensure the professional and academic development of each student. Each faculty member and associated staff work collaboratively together to achieve the programs goals and mission. The social work program engages the community and provides services that are needed and appreciated via student and faculty volunteer work, internship experiences, faculty consultation, and programmatic collaborations (i.e., the 2+2 program with Howard College). Overall, concerning this aspect of the university mission and its relationship to the ASU social work program, the social work program is a high quality program that demonstrated in its last site review (October, 2010) by the CSWE that it is indeed a learning-centered environment cultivated by student and faculty learning, scholarly activity, co-curricular experiences, and service activities.

The business portion of the ASU mission is, “. . . delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines.” It is the case that the social

work program at ASU is an undergraduate professional program with high quality social work faculty (ASU goal #1), with proper facilities (ASU goal #2), that seeks to grow by recruiting new students to ASU in efforts to meet market demands for social workers (goal #3), that support's students' intellectual and personal growth (ASU goal #4), and that has developed significant community partnerships in its one year of existence (ASU goal #6).

With the above in mind, it is the case that the social work program's goals were designed with ASU's mission and goals in mind. The program's goals include: 1) to prepare entry-level, generalist social work practitioners to provide ethical and competent services utilizing the knowledge, values and skills of the social work profession; 2) to equip students with critical thinking skills that are essential in the contemporary social service environment; 3) to prepare students for continued graduate work in social work or related disciplines; and 4) to maintain a reciprocal relationship with social work practitioners, groups and organizations in the community. These programmatic goals of the social work program embody the spirit of the ASU mission statement and have been verified as doing so by the CSWE with their last site visit. These goals support the overall mission of the social work program at ASU to "provide quality social work education, based on the knowledge, values and skills of the social work profession, and to provide professional development opportunities for students who desire to promote the social, psychosocial or biopsychosocial functioning and well-being of individuals, couples, families, groups, organizations and communities via generalist social work practice."

**3. Is the success of other programs linked to or dependent on this program? If so, how?**

To this writer's knowledge, no other programs are dependent on the social work program and the social work program is not dependent on other programs with the exception of the university core curriculum, if the core curriculum is considered a program.

**4. Does this program respond to a unique need that the institution values?**

The university's values are clearly defined to include: 1) learning; 2) excellence; 3) transformation; 4) integrity; 5) engagement; 6) innovation; 7) diversity; and 8) collegiality. The ASU social work program's mission, goals, and competencies clearly reflect and are mandated to support the university's mission, goals, and values. In fact, many of the long standing social work values of the profession, also formally adopted by the ASU social work program, are similar if not the same. The social work program's values include: 1) service; 2) social justice; 3) the dignity and worth of the person; 4) the importance of human relationships; 5) integrity; 6) competence; 7) human rights; and 8) scientific inquiry. The similarities of these value lists are strikingly similar. Nevertheless, the social work program (including its faculty, staff, and students) are ethically bound to the program's values, which are the profession's values. When the program acts upon its professional values, it also supports and embodies the university's values. Such values, of both the university and program, form the basis of decision making of the program, guiding efforts in goal attainment and mission accomplishment.

**5. Does this program help to differentiate and distinguish us from our peers and competitors?**

There are only 29 B.S.W. programs and 11 M.S.W. programs in Texas Accredited by the CSWE. There are 471 CSWE accredited B.S.W. and 201 CSWE accredited M.S.W. programs nationwide. There are only four doctoral programs (Ph.D.; there are no D.S.W. programs in Texas) in social work in Texas. These statistics include public and private institutions. Consequently, not having a B.S.W. program seems inadequate compared to our peers and competitors. All CSWE accredited B.S.W. programs are generalist practice programs; specialization does not occur in social work until one reaches the M.S.W. level. It seems to be the case that ASU is justified in creating a M.S.W. program given the dearth of such programs in West Texas and the nation coupled with the high demand for social workers in the United States. It is the case that ASU is distinguished by having the B.S.W. degree program; not having such a program (and a M.S.W.) ASU falls behind its peers and competition.

**Criterion Nine: Opportunity Analysis of the Program****1. What external factors affecting the institution might also affect the program?  
How might the program respond to both new opportunities and perceived threats?**

Perhaps the most pressing external factor affecting the institution, as well as students, faculty, and staff, is the budget challenges in Texas (Legislative Budget Board, 2011). As funding opportunities, education grants, research grants, educational incentives, and state funding for higher education decrease (as they are projected to do), it may become increasingly difficult for students and potential students to pursue higher education vice seeking employment with a high school, technical school, or community college education. A perusal of recent reports on the budget short-fall in Texas supports such a statement. It is not good enough to do what we have done in the past, albeit, in social work, the past resulted in a thriving profitable program. Social work plans to increase recruiting efforts, student involvement, expand online course offerings, start a presence in the Hill Country, and work toward a M.S.W. degree.

**2. Are there different viable directions for the program to pursue? If yes, what are they?**

The most significant direction that the social work program can take is likely the development of a M.S.W. degree at ASU. Seventy-two students who responded to the statement, "I am interested in obtaining a Master of Social Work degree," 76% (n = 55) strongly agreed or agreed with that statement; 66 students responded to the question, "I would be interested in pursuing a Master of Social Work degree at Angelo State University if that degree was offered," 70% (n = 46) strongly agreed or agreed with this statement. This data suggest that ASU loses students who are interested in earning their M.S.W. degree to other institutions. The existing national, state, and local need; and student interest suggest that developing a M.S.W. degree may be a direction that ASU needs to consider.

**3. Are there opportunities for collaborations with other programs, departments, divisions, or institutions? If yes, what are they?**

There are always opportunities for collaboration with other programs, departments, divisions, and institutions. For social work, joint research efforts could occur with the nursing program. For example, research on adolescent pregnancy, medical and public health policy issues, and so forth. On a different front, social work has made connections to other institutions, Howard College, and strongly desires to make more of these connections with other institutions. In short, social work strongly desires to collaborate with other programs, departments, and so forth. Such collaborations become complicated and take effort in the context of accreditation requirements, faculty time and direction, and resource allocation.

**4. Would new modes of delivery, new pedagogies, revised content, etc., make the program more viable? If yes, what are they?**

Since the social work program is operating at maximum capacity at present, the case for its viability seems to be made. Moreover, there is no indication that the program will lose

viability in the future; in fact, it stands to grow. This is not to say that the program could develop with additional resources; these resources, such as additional faculty, could allow the program to offer more online course offerings and other distance delivery models to move social work into the Hill Country. Additional faculty is needed if ASU is to propose and start a M.S.W. degree program. The program could also utilize classrooms that hold more than 36 students. Larger classrooms could allow courses that could be delivered with one section of 40 vice two sections of 20. Such changes will allow greater utilization of existing faculty.



### **Summary: Program Priority and Justification**

Social work is an important profession that has a documentable need in America, Texas, and in our local community. The social work program at ASU seeks to attract students who wish to fill these widely available positions. In the program's efforts to do so, faculty, staff, students, and community participants are mindful of the program's mission, goals, and values; and how the program supports the overall mission, goals, and values of ASU. The social work program at ASU is young, only one academic year old, may still be in development, and was still able to generate \$198,418.39 above costs for ASU. Social work at ASU has the potential to develop further and grow much larger; for example, expansion of the B.S.W. program and the development of a future M.S.W. degree program at ASU (and perhaps an eventual D.S.W. degree program). In doing so the social work program will assist ASU meet several of its key performance indicators, and will be consistent with the university's strategic plan, Vision 2020.

For growth to occur in the social work program, some changes are recommended. This program assessment report has documented the potential benefit to the program and ASU from moving social work out of the College of Liberal and Fine Arts, Department of Psychology, Sociology, and Social Work to the College of Nursing and Allied Health. The program needs an additional faculty member to expand the B.S.W. degree program, increase distance offerings, and move course delivery into the Hill Country. The recommendation to create a Department of Social Work in the College of Nursing and Allied Health allows social work to begin preparation for a M.S.W. degree program at ASU, which all available data suggest would be highly successful.

With the above in mind, social work may not be the highest priority for ASU, but the program has much to offer the community, the university, and students, helping ASU meet its mission. Indeed the social work program is one that needs resource augmentation for growth and further development to occur if such growth and development is the desire of ASU. For sure, expansion of the B.S.W. degree program, increase online offerings, course offerings in the Hill Country, and a future M.S.W. degree at ASU is the desire of the social work faculty and students. Moreover, the social work faculty members strongly desire independent departmentalization for the social work program and fully support a movement to the College of Nursing and Allied Health.

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